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ABSTRACT

A six-week institute was held by Oklahoma City University to fulfill the training needs of nine individuals employed in tribal and/or Indian organization information centers in the state of Oklahoma. Goals of the institute were to: (1) provide the participants with immediate skills necessary to make American Indian information centers functional; (2) develop a pool of American Indians who will consider careers in library science; (3) encourage the establishment of additional information centers; and (4) provide the centers with trained individuals who are capable of transmitting their knowledge to other Indian groups. Emphasis in the institute curriculum was placed on developing basic library skills, including library materials acquisition, classification, circulation, reference, and use of audiovisual equipment. The training schedule included an orientation period, skills workshops, field trips, guest speakers, and a week of field assignments at the participants' own information centers. The staff made follow-up visits to each of the six sites where participants were located, and the institute was evaluated by instructors, participants, and an outside evaluator. Included in the report are a detailed schedule of classes, assignments given to the participants, relevant correspondence, and evaluation results. (SW)

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FINAL REPORT

OF THE

LIERARIANSHIP INSTITUTE

Funded By
P. L. 89-329, Higher Education Act
Title II, Part B

Submitted By

Department of Education

Oklahoma City University

IR008853

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Introduction

The following narrative contains the activities that made up the Indian paraprofessional librarianship training project, which ended March 31, 1977.

The project was sponsored by the Library and Education Departments of Oklahoma City University, Oklahoma City, Oklahoma and funded through the United States Office of Education, Division of Library Programs, Office of Libraries and Learning Resources.

The project was developed in response to identified training needs of personnel employed in tribal and/or Indian organization informational centers located within the state of Oklahoma. Because of the total lack of librarianship skills of those employed in various centers, the project focused its efforts at developing skills within the participants that would enable them to make their centers "functional". A total of nine participants, representing various tribal and/or American Indian organizations completed the training, which began on June 6, 1976.

Goals of the Institute

The Librarianship training had both formal goals and specific competencies to be realized. The competencies were skills necessary to operate American Indian information centers. The goals of the institute were as follows:

1. To enable the participants to acquire the immediate skills necessary to make American Indian Information centers functional.

2. To develop a pool of prospective American Indians who will consider careers in Library Science.

3. To encourage the establishment of additional informational centers.

4. To develop a pool of trained individuals who are capable of transmitting their knowledge to other tribal groups and Indian organizations who are considering establishing centers.

Specific Skills and Competencies

Specific skills and competencies that the Institute participants were assisted in developing through the training process were:

1. Establishing local goals and objectives for American Indian information centers.

2. Selecting and purchasing library materials such as books, periodicals, equipment, software and supplies.

3. Systematically classifying library materials.

4. Circulating library materials to the patrons of the Indian communities in a systematic manner.

5. Operating a variety of audio-visual equipment, including tape recorders, film projectors, cameras and overhead projectors.

6. Producing and presenting mediated learning programs that relate to the Indian community.

7. Interpreting user requests and locating information sources and services needed by users.

8. Recommending desirable changes in facilities and programs necessary for future development.

Activities of the Institute

The following narrative presents the activities of the Institute. The narrative is presented under the headings of 1) organization of project, 2) development of course content, 3) course activities, 4) follow-up, 5) field trips, 6) consultants and speakers, 7) dissemination, and 8) evaluation.

Organization of Project

Upon notification of funding to conduct the librarian Institute, Dr. William J. Coffia, Associate Dean for Education, Marion MacInnis, Head Librarian, and Dr. Bud Sahmaunt, Project Director initiated the necessary groundwork to begin the project. Contracts to retain project staff were written, (see staff), space was secured to hold the classes, financial arrangements were made with the Business Office, and an Advisory Board was created to assist the staff in making the course content relevant.

After the staff came on board, plans were initiated to develop the course content, recruit participants, and make financial arrangements that would facilitate the success of the Institute.

Development of the Course Content

Because of the short time between the notification of the grant award and the beginning date, the major task of developing the course content was established as a priority. So that the participants would be able to receive the best possible course

content the Institute instructors and an Advisory Board worked jointly to include content that would be beneficial. After the institute instructors drafted a course of study, a joint meeting was held with the Advisory Committee to solicit their ideas on the course draft. The Advisory Committee, using their experiences in operating information centers, made suggestions that were incorporated into the content. Also present at the course development meeting were representives of the Oklahoma City-County library systems, and the Oklahoma State Department of libraries. These representatives provided input to the course content and worked to incorporate the services they could offer into the course. A final draft containing the input from the above groups was approved and became the course content for the institute. As a means of guiding the Institute course work, a set of objectives was written. These were stated:

As a result of this Institute, the participants will be able to :

1. Select and purchase library materials such as books, periodicals, equipment and supplies.

2. Systematically classify library materials.

3. Maintain necessary files such as card catalog, shelf list, etc.

4. Circulate library materials in a systematic manner.

5. Interpret user requests and locate information sources and services needed by patrons.

6. Be able to operate and perform simple repairs on various types of A-V equipment.

7. Prepare slide-tape presentations.

8. Set up and maintain inventory control of A-V materials.

Training Schedule

Because the activities were broken down into two sections, the participants attended separate sessions, one dealing with the media component, and one which focused on library components. The classes were set up on a time frame that would allow the participants to take the classwork for college credit. By setting up on the following class schedule, credit was offered in these courses.

Course Title	Course No.	Credit Hours
Basic Functional Librarianship	L.S. 4094	4
Utilization of Educational Media	L.S. 4092	2

The class schedule was as follows:

Day	Time	Session
Monday	9:00 a.m. - 12:00 p.m.	Librarianship
	1:00 p.m. - 4:00 p.m.	Librarianship

Day	Time	Session
Tuesday	9:00 a.m. - 12:00 p.m.	Media
	1:00 p.m. - 4:00 p.m.	Librarianship
Wednesday	9:00 a.m. - 12:00 p.m.	Librarianship
	1:00 p.m. - 4:00 p.m.	Librarianship
Thursday	9:00 a.m. - 12:00 p.m.	Media
	1:00 p.m. - 3:00 p.m.	Media
Friday	9:00 a.m. - 12:00 p.m.	Librarianship
	1:00 p.m. - 3:00 p.m.	Librarianship

Classroom Activities

In line with the objectives of the Institute, the following classroom activities took place in the times listed above, beginning with July 6, 1976.

First week - July 6-9, 1976

Tuesday morning, July 6, 1976

This period of time was spent acquainting the participants with the college, staff and one another. An orientation relating to the Institute procedures, financial arrangements, class schedules, and housing arrangements was conducted..

Tuesday afternoon, July 6, 1976

1. Administer pretest
2. Discuss pretest
3. Questionnaire
4. Hand out notebooks and discuss contents

   Hand out Lolley (textbook), assign pages 17-25.
5. Tour of Oklahoma City University Library

Wednesday morning, July 7, 1976

1. Lolley assignment, pages 26-39, read and do exercises.
2. Explanation of Oklahoma City University's card catalog.
3. Lolley assignment, pages 43-45.
4. Books looked up in card catalog for preceding assignment were retrieved from shelves.
5. Read Lolley, pages 54-55 on READER'S GUIDE TO PERIODICAL LITERATURE, also page 61.
6. Explanation of READER'S GUIDE.
7. Lolley assignment, pages 76-77.

Wednesday afternoon, July 7, 1976

1. Each student was given five books.
2. Make one author entry card for each book. Add title to the card.
3. Discussion of the simplest form of book arrangement which is by author. Books were then arranged by author.
4. Discussion of beginning subject arrangement of books.
5. Books were then arranged by the divisions, fiction/non-fiction.
6. Labels were attached to the books and marked "N" for non-fiction and "F" for fiction.
7. This primitive call number was then placed on the author entry card.
8. Books were arranged on the shelves and the cards were filed.

Friday morning, July 9, 1976

1. Students were given five books.
2. Students made author entry cards for the five books.

3. Using page 21, Lolley, the second summary of Dewey Classification System was explained.

4. Dewey numbers were assigned to the students' five books.

5. The Dewey number was placed on the card.

6. The books were arranged on the shelf by the Dewey number.

7. The cards were filed.

Friday afternoon, July 9, 1976

1. Book mending.

Media: Materials Covered

1. The six families of presentation media and their characteristics.

2. Basic media equipment - how to operate them; included 16mm, slide projector, filmstrip projector, reel-to-reel recorder, cassette recorder, overhead projector and opaque projector.

3. Video tape - how to set up and operate video tape camera, monitor, and recorder - this also was a hands-on process including both camera taping and taping off of a television.

Second week, July 12, 1976

Librarianship

Monday morning, July 12, 1976

1. Write out purpose of center. This is the first step in selection, deciding what functions your library is trying to fulfill.

2. Explain other points to consider in selection:
   a. reviews
   b. author's qualifications
   c. is it already in the collection?

3. Lolley assignment, pages 121-123, read and do exercises.

4. Select a book from BIA bibliographies.

5. Find review of book in BOOK REVIEW DIGEST.

6. Find biography using biographical information sources.

7. Check card catalog to see if the book is in collection.

Monday afternoon, July 12, 1976

1. Discuss the sheet from notebook, "Criteria for Information Books."

2. Select three books from a collection of children's books.

    a. On a sheet of paper, write author, title copyright date and publisher.

    b. Compare the book to the mentioned list using the "Style" section and the "Format and Illustration" section. Go through and answer the questions.

    c. Include any personal comments and opinions.

3. Give each student a slip of paper with the author and title of a book in our collection which we know is on the shelf and which is listed in BOOK REVIEW DIGEST. The student is to:

    a. Locate the call number of the book from the card catalog.

    b. Locate the book on the shelf.

    c. Locate the review in BOOK REVIEW DIGEST.

    d. Locate one of the reviews cited in BRD in the magazine.

    e. Locate author information.

Tuesday afternoon, July 13, 1976

Review:

1. Hand out five books to each student, along with scratch cards and labels.

2. Make author, title cards for all five books.

3. Arrange fiction/non-fiction and file the cards.

4. Hand out five more books.

5. Classify according to Dewey schedule in textbook, page 21 and make author, title cards.

6. Arrange in Dewey collection and file cards.

7. Give students 10 cards each from the cards that were made out previously and filed.

8. Students pull their ten books from the shelves.

9. Explain the next grouping of information that goes on the card; the full title and author information; the publisher place, date, paging, illustration note and sizing of the book.

10. Have students make a complete author card for each book.

Wednesday morning, July 14, 1977

1. Explain about title cards.

2. Have students make complete title cards for each of the ten books they were working with the day before. The books were then placed in groups by student with the cards remaining in them until we could check their work. Thirty books pulled from OCU library's 970's section, and the call numbers were covered with masking tape. Ten books were placed on each of the three tables. Each student was expected to work with each of the ten books.

   a. Since 970's in Dewey Classification System is where books on Indians are classified, we xeroxed this section of the ABRIDGED DEWEY. This allows a more specific grouping of books about Indians, Indian History, etc. and yet does not get into the more difficult classification decisions.

   b. After an explanation and discussion of the schedule, the students made simple author-title cards for each book and then assigned a number to the book from the sheet.

c. After they assigned their number, they checked their work against the number assigned by OCU cataloger.

d. Field trip to the Oklahoma Science and Arts Foundation to see the multi-media presentation, Feather Moon.

Friday morning, July 16, 1976

1. Three books were selected at least one of which we had already looked up in BOOK REVIEW DIGEST.

2. They looked up a review of the book in BOOK REVIEW DIGEST, retrieved a review from a periodical, and then, using the reviews and two sheets of evaluation points to consider, wrote their own evaluations of the three books.

3. READER'S GUIDE TO PERIODICAL LITERATURE was reviewed and also tied into the evaluation exercise earlier in the morning by having them look up reviews of some movie they had seen.

4. A review test was given.

5. Field trip to the Indian Archives Division of the Oklahoma Historical Society.

Media

Students were divided, asked to divide into three groups, and they appear to have set up rather close-nit groups. Hopefully, this togetherness will create a good environment for learning especially within each group.

Materials covered:

1. The process of making a storyboard for a slide-tape set.

2. How to select materials to be used in making slides from printed materials.

3. The process of slide taking from an ektagraphic visual maker, a small copy stand set, and how to "crop" materials for optimum results.

4. Scripting for the slide-tape sets; ie., what to say with each, or if to say anything.

Third week, July 19-23, 1976

Monday morning, July 19, 1976

1. Tests were returned and discussed.

2. Introduction to United States government documents.

   a. They were given slips of paper with a Superintendent of Documents number on it and shown how to retrieve the publication from the shelf.

   b. THE MONTHLY CATALOG OF GOVERNMENT PUBLICATIONS was examined and used.

   c. How to order government documents was discussed.

3. Marking the library book.

   a. The books the students were working with last Wednesday were returned to them.

   b. We showed them how we mark books at Oklahoma City University.

      (1) Stamp on all three pages.
      (2) Stamp with property stamp on title page and page 21.
      (3) Pencil in call number on page following title page.

4. Circulation systems.

   a. Simplest form of circulation system, the notebook, was discussed. Necessary information for retrieving the book from the patron was identified. Possible arrangement of this information in a notebook was tried.

b. Cards and pockets were made for the books and placed in the books.

c. Ways of filing the book cards were discussed.

d. Students checked out books using their own circulation system.

Monday afternoon, July 19, 1976

1. Field trip to Belle Isle Branch Library.

   Trip had two purposes:

   a. To familiarize students with an automated circulation system.

   b. To expose them to another library environment and functions. Students were given a question sheet to be filled out during the library visit.

Tuesday afternoon, July 20, 1976

1. Examined and discussed the circulation system of Oklahoma City University.

2. Ordering books.

   a. Publishers lists were examined.

   b. Filled out order cards using author, title and subject of volumes of BOOKS IN PRINT and PUBLISHERS TRADE LIST ANNUAL.

3. Use of microfilm reviewed by students looking up what was reported in the NEW YORK TIMES on their birthdate.

4. Students were asked to use the Subject Bibliographies of government publications to retrieve a government document.

Wednesday morning, July 21, 1976

1. Selection review:
   a. Take 970's book with blue tabs.

b. Get BOOK REVIEW DIGEST review and review out out of a periodical.

c. Examine book and write an evaluation of it, using guidelines, reviews and personal examination of the book.

2. Interlibrary loan:

a. Look at BIA bibliographies. These are older books, probably could not purchase, would have to use interlibrary loan.

b. Explain interlibrary loan.

c. View packet of material on interlibrary loan.

d. Locate nearest transmission site on map from packet.

e. Explain sheet with definitions of terms.

f. Using title and author from BIA bibliographies, fill out a book request interlibrary loan form.

Wednesday afternoon, July 23, 1976

1. MONTHLY CATALOG OF GOVERNMENT PUBLICATIONS review.

2. Classification of books in 390's section of Dewey. Many of the Indian legends, folk stories, customs, etc. are classified in this area, the ABRIDGED DEWEY was xeroxed and used.

a. Books from OCU collection in this area were used, the call numbers covered with masking tape.

b. Students classified the books, checked numbers against the numbers assigned by the OCU cataloger.

Friday afternoon, July 23, 1976

Guest speaker, Eva Lou Russell from Yukon, presented a program on Indian folklore and customs.

Media

1. Audio taping with microphone and direct line.

2. Inaudibly syncing a cassette tape to slides.

3. Methods of inventory control.

4. Methods of receiving and processing requests for services of equipment or other material.

5. Where to get free and inexpensive materials; ie., Educators Progress Service.

6. Record keeping for all films, ordering of rental films and materials, confirming rental dates to requestor.

Fourth week, July 26-30, 1976

Monday morning, July 26, 1976

1. Types of reference books.

   a. Using Lolley, do pretest on page 125 and check answers.

   b. Read pages 83-90, which discusses types of reference books.

   c. Students examined OCU Library's reference books.

2. Used LIBRARY LITERATURE to find articles on how to encourage use of a library. Articles were retrieved from shelf and read.

Monday afternoon, July 26, 1976

1. Guest speaker, Sharon Saulmon, Oklahoma County Library Systems, presented a program and showed a film on how to encourage the use of the library.

2. Ordering supplies and equipment. Catalogs were handed out and examined.

3. Vertical file arrangement and materials filed systems were examined.

4. Began examination of CHRONICLES OF OKLAHOMA.

Tuesday morning, July 27, 1976

1. Continued use of CHRONICLES OF OKLAHOMA.

2. Looked at the Bureau of Ethnology reports and bulletins.

3. Review of reference books (almost two hours to complete).

4. Discussion of reference books review.

Wednesday morning, July 28, 1976

1. Guest speakers from Oklahoma Department of Libraries, John Hinkle, Marilyn Vassily, John Stewart, Maryellen Trautman discussed the services and materials available from the State Library.

Wednesday afternoon, July 28, 1976

1. Begin discussion of assignments for fifth week.

2. Who, What, When, Why and How worksheet was used.

3. Listening library section of OCU library was examined and used.

Friday morning, July 30, 1976

1. Review project was worked through. (see sheet for more details)

2. Projects for fifth week were discussed.

Media

1. Equipment review (VTR)

2. Local Vendors for A-V equipment and materials.

3. National Vendors for A-V equipment, supplies and materials.

4. Colleges and Universities with good to excellent film rental libraries.

5. Visited O.D.L., which included a brief demonstration of micro-filming.

Fifth week, August 2-6, 1976

During the fifth week of the Institute participants were stationed at the centers they were representing to engage in assigned tasks at those respective information centers. These centers included:

1. Tulsa Indian Youth Council - Tulsa, Oklahoma
2. American Indian Cultural Center - Weatherford, Oklahoma
3. Native American Center - Oklahoma City, Oklahoma
4. Putnam City Indian Education Center - Oklahoma City, Oklahoma
5. Creek Nation Center, Okmulgee, Oklahoma
6. Anadarko Center, Anadarko, Oklahoma

On Monday, August 2, 1976, the participants reported to their assigned stations and began to carry out the tasks presented them. The fifth week assignments given to the participants to do are listed below:

1. Visit two libraries. If you live in Oklahoma City or Tulsa, visit the Main Library and one branch library. For those outside the Oklahoma City and Tulsa areas, visit the local public library and, if possible, a university or special library near where you live. Answer the following questions about each library:

   a. Do they use Dewey or Library of Congress classifications?

   b. How is the card catalog arranged?

   c. In your opinion, how usable is the arrangement of their books? Would you change it if you could? If so, how?

   d. What kind of circulation system do they have? How are the cards filed (if they use cards)?

e. Do they have a story hour for young children?

f. What other programs are available, such as summer reading programs, discussion groups, etc.?

g. What types of non-book materials does the library have? Can it be checked? For how long? How is it arranged? Is it listed in the card catalog? Do they provide equipment to use the material? For instance, if they have filmstrips, do they also have filmstrip projectors?

h. Make a bibliography of some of the materials on Indians available in the libraries. Is there anything specifically on your tribe? Look for books, vertical file materials, audio-visual materials.

i. Check to see if the following books or sets of books are in the library:

__CURRENT BIOGRAPHY
__OCCUPATIONAL OUTLOOK HANDBOOK
__BARRON'S PROFILES OF AMERICAN COLLEGES
__WHO'S WHO IN AMERICA
__U.S. GOVERNMENT MANUAL
__CONGRESSIONAL DIRECTORY
__WORLD ALMANAC AND BOOK OF FACTS
__GUINESS BOOK OF WORLD RECORDS
__BOOK REVIEW DIGEST
__BOOK REVIEW INDEX
__BOOKS IN PRINT
__CONTEMPORARY AUTHORS
__PUBLISHERS TRADE LIST ANNUAL
__DICTIONARY OF AMERICAN BIOGRAPHY
__NATIONAL CYCLOPEDIA OF AMERICAN BIOGRAPHY
__BIOGRAPHY INDEX
__READERS GUIDE TO PERIODICAL LITERATURE

j. Check to see if the following magazines are available in the library.

__BOOKLIST
__CHOICE
__HORN BOOK
__PUBLISHER'S WEEKLY
__LIBRARY JOURNAL

k. By telephone, contact the U.S. Government agencies in your area and find out what special services, if any, are available to Indians. Make a card with the special service as the heading and list the agency or agencies which provide it.

l. Make a card file listing the names, addresses, and telephone numbers of persons in your community who have knowledge of tribal history and who might be willing to take part in a program to collect oral history.

m. How many libraries are available in your community? Make a list of them and contact the librarian to find out:

    1. What type of materials do they have?

    2. Who can use their library?

    3. Are there any special rules, restrictions, charges a prospective library user should be aware of?

n. Please answer these questions about the center where you do your fifth week work.

    1. What classification system is in use at your center?

    2. Are there any unclassified and uncataloged books? How many?

    3. Are there any unfiled cards?

    4. Is there a card catalog?

    5. How is the card catalog arranged?

        a. __Author and title filed together, subject filed separately.

        b. __Author, title, subject filed together.

        c. __Author, title, subject filed separately.

    6. How many books are in your center?

7. How are they arranged? Explain in detail.

8. What materials other than books are housed in your library area?

9. How can we get in touch with you during the next few months to set up future visits?

As a means of monitoring the participants while they were at the various centers during the fifth week of the Institute, staff members were assigned to visit the participants during the week. The purpose of the visits was to assist the participants with any difficulties they might have in carrying out the tasks; to clarify the tasks assigned; to impress upon the local center directors the need to utilize the capabilities of the participants, and to provide the staff members with an on-site look at how the participants were applying their knowledge of the previous four weeks. The following represents the monitoring schedule for the staff during the practicum week.

Monday, August 6, 1976

Native American Center, Oklahoma City, Oklahoma - Danelle Hall - P.M.

Tulsa Indian Youth Center, Tulsa, Oklahoma - Bud Sahmaunt - P.M.

Tuesday, August 7, 1976

American Indian Culture Center, Weatherford, Oklahoma - Danelle Hall - P.M.

Creek Nation, Okmulgee, Oklahoma - Bud Sahmaunt - A.M.

Anadarko, Oklahoma - Danelle Hall - P.M.

Wednesday, August 8, 1976

Indian Education Program, Putnam City - Carol Naranjo - A.M.

Creek Nation, Okmulgee, Oklahoma - Henry Payne - A.M.

Tulsa Indian Youth Center, Tulsa, Oklahoma - Henry Payne - P.M.

Native American Center, Oklahoma City, Oklahoma - Bud Sahmaunt - P.M.

Thursday, August 9, 1976

American Indian Culture Center, Weatherford, Oklahoma - Henry Payne - A.M.

Anadarko, Oklahoma -Henry Payne - P.M.

Indian Education Program, Putnam City - Bud Sahmaunt - P.M.

Friday, August 10, 1976

Tulsa Indian Youth Center, Tulsa, Oklahoma - Carol Naranjo - A.M.

Indian Education Program, Putnam City - Henry Payne - P.M.

Anadardo, Oklahoma - Bud Sahmaunt - A.M.

Native American Center, Oklahoma City, Oklahoma - Henry Payne - P.M.

Creek Nation, Okmulgee, Oklahoma - Carol Naranjo - P.M.

Sixth week, August 9 - 13, 1976

Librarianship: Monday Morning, August 9, 1976

Class went to Native American Center preschool to start setting up their library. Students helped with filing and shelving books.

Media

Project - content areas

1. Project MEDIA - Rebecca Murray
2. Post-testing - evaluation
3. Verbal session on equipment operation.

In order to teach the skills covered during the six weeks, a small laboratory library was set up in stages as the students worked their way from simple author arrangement of a collection through the first division of the Dewey Decimal Classification System, as they moved from making cards with only the author and title to making complete catalog cards, as they set up an inventory control system for A-V materials. Simplicity rather than traditional library procedures was the guiding principle behind each skill taught. It was felt that it was better to do what was done in a simple manner and do it well, than to try to cover too much ground and not accomplish anything completely.

Books for the laboratory library were collected from gift books which the OCU Library could not use. There was not a textbook for the course. Library skills were reviewed and increased through the use of workbook, YOUR LIBRARY WHAT'S IN IT FOR YOU by John L. Lolley Wiley, 1974). When the course was nearly finished, a

book was brought to our attention which we will use should this course be taught again: HOW TO ORGANIZE AND OPERATE A SMALL LIBRARY by Genore H. Bernhard (Highsmith, 1975). Examples of classroom tasks assignments are shown in Appendix A.

Monday afternoon, August 9, 1976

Charles Townley, evaluator for the project talked with the students about the project.

Tuesday morning, August 10, 1976

Rebecca Murray, National Indian Education Association, Project MEDIA brought films and bibliographies and discussed Project MEDIA, an effort to bring Indian materials which have been evaluated by Indian people together into a bibliography.

Wednesday morning, August 11, 1976

Class went to Native American Center preschool to continue working with their library. The books were arranged alphabetically by author on the shelves, and the beginnings of a card catalog were completed.

Wednesday afternoon, August 11, 1976

1. Discussion of handling the checking in of magazines, newsletters, pamphlets in series.

2. Students checked in a series of publications of the above type.

3. Mary ann Wentroth from the Oklahoma Department of Libraries, discussed the services available through that office. She brought the film God's Drum and showed it to the class.

Friday morning, August 13, 1976

1. Take up fifth week assignments.

2. Review card and clarify the purpose of tracings.

3. Discuss and review how tht card sets which the students worked with at the Native American Center related to the books.

    a. Match sets with the books

    b. After we are sure the books are on the shelf, filing the cards and so creating the author, title, and subject card catalog.

4. We reviewed books and magazines that were still confusing.

5. Do final test.

6. Do post-test.

7. Do project evaluation.

Follow-up Visits

An important component of the training was the follow-up period of the Institute. The purpose of the follow-up was 1) to continue to assist the participants in the operation of centers where they worked, 2) to continue to encourage tribes and organizations in the development of new centers, and 3) to continue to encourage participants to utilize the knowledge gained from the classroom experience.

The procedure that was followed was to contact each of the six sites represented (see 5th week activities) by the participants each month for six months immediately following the classroom experience. Staff members visited the sites during the months of September, 1976 through February, 1977. During these visits, various services were provided as requested by the participants. At the completion of the follow-up component, five participants were directly involved in information centers, two were indirectly involved, and two were involved in other activities. In addition, one tribal group has expressed an interest in developing tribal information center.

Conferences Attended

From November 11, 1976 through November 13, 1976 Mrs. Danelle Hall, Instructor, and Stephanie McGilbary, student attended the Southwest Library Association/ Mountain Plains Association Conference at Albuquerque, New Mexico. The purpose was to provide an opportunity for a greater and broader knowledge of librarianship as a future possibility.

Advisory Board

As was stated earlier in the report, an Advisory Board was created to provide input from the practioner standpoint. The Advisory Board was very involved in the development of the course content, and also provided individual suggestions to other phases of the Institute. The primary purposes of the Advisory Board was 1) to get center directors to become more involved in the process of information center development, 2) to solicit the American Indian viewpoint to training procedures, and 3) to support librarianship training through local and/or state effort.

Advisory Board members were selected from sites that had existing information centers and included the following persons.

Name			
Millie Giago	Director	Native American Center	Okla. City, OK
Leon Lusty	Director	Tulsa Indian Youth Center	Tulsa, OK
James King	Director	Creek Nation	Okmulgee, OK
Pauline Harjo	Director	Indian Education Program Cheyenne-Arapaho Tribe	Concho, OK

Although the original plan was to hold two Advisory Board meetings, the only date when the entire board could be present was June 3,1976. The minutes of that meeting is shown in the Appendix B. Because of schedule conflicts, the second board meeting could not be scheduled. Instead, individual members visited the Institute at various times, and participated in that way. Members were also contacted by phone when it became necessary to solicit their input, or to provide them with information regarding the Institute.

Dissemination

Information regarding the Institute was disseminated in three ways. This occurred during the pre-Institute recruitement process; through articles that were submitted for publication, and through word-of-mouth as described by the Institute staff, the Advisory Board, and other persons who became involved in the Institute.

During the recruitment process, tribal groups and Indian organizations were contacted and asked to consider sending a person to represent them at the Institute. They were also asked to pass the information regarding the Institute to other acquaintances. Because of the short time between the time of the grant award and the beginning of the Institute, time limited close assessment and there was much reliance on others to help.

Since the completion of the classroom component of the Institute, one article appeared in the May, 1977 issue of WILSON LIBRARY BULLETIN. A copy of the issue in which that article appears is attached to this report. Another article has been submitted to the OKLAHOMA LIBRARIAN, (see Appendix C) An announcement of the project also appeared in the September, 1976 issue of LIBRARY JOURNAL.

The various methods of dissemination described above have resulted in requests for information from a number of interested persons. These requests which were answered are shown in Appendix D.

Evaluation

As a part of the total effort to assess the degree of effectiveness and efficiency of the Institute three forms of evaluation were carried out. This was done by 1) requiring the instructors to submit weekly evaluation reports while the classes were in session, 2) having the participants to respond to a questionnaire at the end of the classroom activities, and 3) retaining an outside evaluator, who visited the site and submitted a total program evaluation.

The weekly reports submitted by the Instructors were used as monitoring devices throughout the six weeks classroom activities. Added to this were staff meetings, and individual discussions between participants and the Institute Director. The weekly reports reflect the concerns of the Instructors as they went through the day by day actvities of the Institute. These concerns focused around attendance, interest, stipend payments, and classroom tasks, which were an integral part of the program. An accurate account of these weekly evaluations are included in Appendix E.

Participants responded to broad catagories regarding the Institute. Generally, they were consistent in rating the components of the Institute high. Exceptions

to this were some participant concern in the areas of 1) dorm facilities, 2) field trips, 3) instructors, Administration assistance. However, areas that dealt with the cognitive development of the participants were given high ratings. These included 1) speakers, 2) field trips, 3) instructors, 4) classroom activities, 5) classroom facilities, and 6) knowledge acquired. The concern for the lower ratings is probably reflected in late arrivals having to wait for stipend payments, and the delay through the business office. A complete breakdown on participant responses to the questionnaire is shown in Appendix F.

The outside evaluation took place during the week of August 9-13, 1976. At this time, Mr. Charles Townley visited the site at Oklahoma City University, where he reviewed reports, visited the classrooms, visited with individual participants, and staff members and reviewed the program proposal. His findings include strong features as well as weak features. A complete copy of the evaluation is shown in Appendix G.

Conclusions

On the basis of our involvement in the development and implementation of the project; the experiences of the training period; the interaction with participants and the Indian community people, and the evaluations received, we feel the project has been successful. We are fully aware that there were things that, in hindsight, could have been avoided. Knowing that every effort to prevent major obstacles from hampering the project did insure some success overrides the minor breakdowns that occurred. We also realize that this effort was a new idea in training, that the participants were very lacking in their skills, and the time element to implement was very short.

The response from the local information center directors, the Indian communities, and interested librarians who requested information about the project is encouraging. There is no doubt from this feedback that this kind of effort is a start to improving informational access for American Indian people. We realize that this is a start, and that initiative to develop centers rests with the local groups who serve American Indian citizens. The staff has indicated a ready

response to provide assistance to any group that might wish to begin development.

Another important feature that should be noted is the close relationship that was created between the Indian centers and City-County, and State library system. Through the cooperative effort during the project, a closer understanding was developed between the two parties that will provide a closer sharing of materials and ideas in the future.

Finally, it has been pleasant to know the centers also were operating centers at the time the program began are utilizing the participants in their center development. There is also a strong effort being made by another tribe who was represented to begin development of a center. The need for further training rests with the impact the participants and publicity has on other groups. It is felt that added development must be initiated to continue training. If other centers come into existance the need for training will surface again. It is also evident that center directors, and the Indian communities, in general, must be made aware of the importance of information to complete the circle that will produce significant results.

It goes without saying that the venture was very satisfying. Feedback from the staff indicate that another

training session would be welcomed, and that the knowledge of implementation would result in a more effective and efficient program.

APPENDIX A

Institute Classroom Assignments

Name_____

Library_____

Recreate this list of words in alphabetical order.

Library
Browsing
Reference
Handbook
Directory
Almanac
Encyclopedia
Bibliography
Periodical
Biography
Manuals
Maps
Copyright
Audio-Visual
Atlas
Publisher
Pamphlets
Biographer
Publication
Reserve

What does the term classifying books mean to you?

What is:

biography

copyright date

index

cross reference

fiction

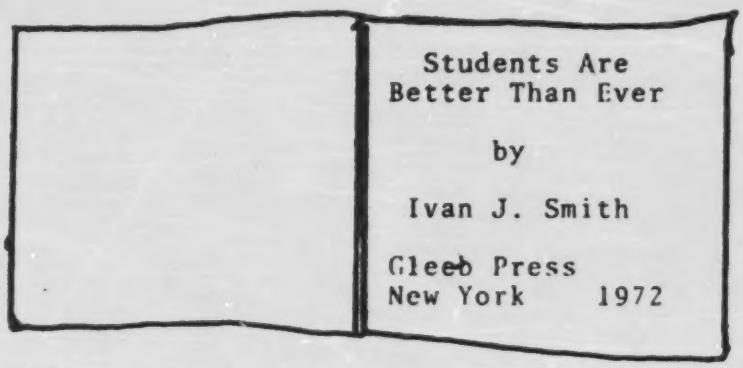
non fiction

The person who writes a book is called the _____

The name of the book that which distinguishes it from other books is called the _____

The first important printed page, which contains the author, title, publisher, place and date of publication, is called the _____

From the illustration below, fill in the blanks.



Author's full name _____

Complete title _____

Publisher _____

Place of publication _____

Date of publication _____

MENDING

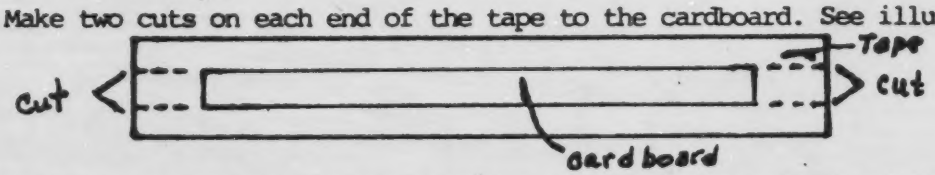
Materials needed:

Mystik tape
Perforated adhesive cloth
Scotch magic mending tape
Scissors
Library glue (liquid plastic adhesive)
Small paint brush
Small jar
Waxed paper
Pieces of cheese cloth
Eraser
Vise
Plastic bone folder
Lightweight cardboard

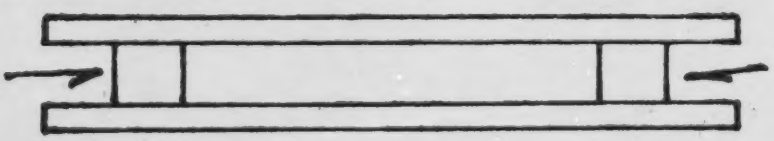
Before staring to mend a book, he sure that all loose threads, bits of paper, globs of glue, etc. are removed and the surface to be repaired is as smooth as possible.

REMAKING SPINE OF BOOK

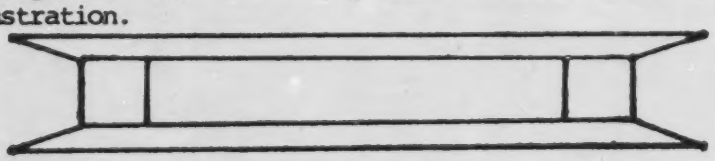
1. Cut tape about 3" longer than the book
2. Cut a new spine out of lightweight cardboard, making sure that it is as long as the cover of the book.
3. Center the new spine on the tape.
4. Make two cuts on each end of the tape to the cardboard. See illustration.



5. Fold the center tap of tape onto the cardboard. See illustration.



6. Trim triangles off of ears of tape that remain on each end. See illustration.



7. Place book on the new spine. Lay the tape up on the sides of the book without pressing down.

8. Take the plastic bone folder and crease the tape into the groove beside the spine on either side of the book.

9. Press the tape firmly into place and smooth out any bubbles or creases.

10. Fold the tabs of tape inside the cover of the book.

REINFORCING THE SPINE OF THE BOOK WITH TAPE

1. Cut tape about 3" longer than the book.

2. Center the book on the tape.

3. Make two cuts on each end of the tape to the book. (See the illustration under step 4 of REMAKING SPINE OF BOOK)

4. Trim the tab that is left in the center on each end of the tape so that it is only an inch longer than the book.

5. Tuck these tabs down in between the spine and the back of the book.

6. Lay the tape gently up on the sides of the book.

7. Take the plastic bone folder and crease the tape into the groove beside the spine on either side of the book.

8. Press the tape firmly into place and smooth out any bubbles or creases.

9. Fold the tabs of tape inside the cover of the book.

OTHER PROBLEMS

1. If the cover starts coming loose from the book, use perforated adhesive cloth dampened with the liquid plastic adhesive to mend. Remember to cut the cloth slightly shorter than the book.

2. A book which is coming unbound can sometimes be reinforced and saved by removing the cover, placing the book in a vise with wax paper on either side of it and dousing the back of the book several times with liquid plastic adhesive. This process takes several days so that the glue can dry completely between each application.

Name_____

Library_____

What is the purpose of your center?

What kind of material does your center have, such as books, films, filmstrips, tapes, records?

Does your center have any reference books, encyclopedias, etc?

How often are your materials used and by whom?

When is the center open and staffed?

Who selects and orders books and other materials?

Who does cataloging and arranging of materials?

Did you originate the arrangement of materials in your center or inherit it from someone else?

Below are listed some valuable files for libraries. Which files does your library maintain?

Shelflist
Card Card
Circulation file

There are many methods of arranging materials on the shelf such as:

Dewey Decimal
Library of Congress
Subject Arrangement
Author Arrangement
Fiction - Non Fiction

Which method does your library use?

escribe how your library keeps track of the books that circulate?

ooks may be acquired from:

Bookstores
Wholesale book dealers (jobbers)
Publishers
Gifts
U.S. Superintendent of Documents

here does your library acquire its books?

JUNE SMECK SMITH

Guidelines for the Evaluation of Indian Materials for Adults

Truth and art are two criteria of evaluation which can be applied to all types of material. Truth includes accurate sources and treatment of material and qualified authorship. Art is concerned with the quality of presentation—creative power, sincerity, originality and style. Although both of these criteria are embodied in the guidelines listed below, greater emphasis is given to truth because of the misrepresentation of the American Indian in much of the materials existing today.

The first three guidelines are basic principles. The additional guidelines reinforce the basic ones. It is hoped that the following statement will be valuable and useful to publishers and producers of adult materials as well as to librarians working with adults.

BASIC

1. Is the image of the Indian one of a real human being, with strengths and weaknesses, acting in response to his own nature and his own times? If material is fictional, are the characters realistically developed? Are situations true or possibly true to Indian ways of life?
2. Does the material present both sides of the event, issue, problem, or other concern? Is comparable information presented more effectively in other material?
3. Are the contributions of American Indian culture to Western civilization given rightful and accurate representation and is this culture evaluated in terms of its own values and attitudes rather than in terms of those of another culture?

ADDITIONAL

1. What are the author's or producer's qualifications to write or produce material dealing with American Indians?
2. Does the material contain factual errors or misleading information?
3. Does the material perpetuate stereotypes or myths about the American Indian? Does the material show an obvious or subtle bias?
4. Do illustrations authentically depict Indian ways of life?
5. How might the material affect an Indian person's image of himself?
6. Would the material help an Indian identify with and be proud of his heritage?
7. Does the material express Indian values and might it help an American Indian to reconcile his own values with conflicting ones?
8. Does the material present a positive or negative image of the American Indian and how might the material affect the non-Indian's image of Indian people?
9. Are loaded words (i.e., buck, squaw, redskin, etc.) used in such a way as to be needlessly offensive, insensitive, or inappropriate?
10. Does the material contain much of value but require additional information to make it more relevant or useful?*

The average librarian may experience some difficulty in applying all of these guidelines, since many people are themselves not fully aware of Indian values and cultural contributions and may not yet have developed a full sensibility to materials which either offend or denigrate the American Indian. Therefore, it is important to investigate if the material has been reviewed or evaluated by a person who is knowledgeable about American Indians as well as other aspects of the subject of the material.

Criteria for Information Books

ACCURACY AND AUTHENTICITY

1. What are the qualifications of the author?
2. Are facts accurate?
3. Is the book realistic?
4. Are facts and theories clearly distinguished?
5. Do text and illustrations aviod sterotypes?
6. Is the book up-to-date?
7. Are significant details omitted?
8. Do generalizations go beyond present knowledge?
9. Are differing viewpoints presented?
10. In geographic books, is diversity revealed?
11. Are phenomena given teleological explanations?

CONTENT

1. Is this a general survey book or one of specific interest?
2. Is the coverage of the book adequate for its purpose?
3. Is the book within the comprehension and interest range of the age for which intended?
4. Do experiment books lead to understanding of science?
5. Are experiments and activities safe and feasible?
6. Does the book present interrelationships of facts and principles?
7. Do science books indicate related social problems
8. Is the book fresh and original?
9. Does the book help the reader understand the methods of science and social science?

STYLE

1. Is information given directly or in story form?
2. Is the text interesting and appropriate for the level intended?
3. Do vivid language and appropiate metaphor create interest and understanding?
4. Does the style create the feeling of reader involvement?
5. Is the language pattern clear and simple, or heavy and pedantic?
6. Is there an appropriate amount of detail?
7. Does the book encourage curiosity and further study?

FORMAT AND ILLUSTRATION

1. Do illustrations clarify and extend the text?
2. Are illustrations explained by captions or labels?
3. Are size relationships made clear?
4. Do size of type and use of space contribute to clarify?
5. Are endpapers used effectively?

ORGANIZATION

1. Are subheadings utilized effectively?
2. Do the table of contents and index help the reader locate information quickly?
3. Does the bibliography indicate sources used by the author, and source for further reading by children?
4. Do appendixes extend information?

Taken from Huck and Kuhn, Children's Literature in the Elementary School. Second Edition. Hotl, Rinehart and Winston, Inc. New York. 1968

SECLECTION OF BOOKS

Selection Aids

1. Book Review Digest
2. Magazines
   a. Booklist
   b. Choice
   c. Horn Book
   d. Publisher's Weekly
   e. Library Journal
3. Book Review Index

BIOGRAPHY SOURCES

1. Current Biography
2. Contemporary Authors
3. Who's who in America
4. Who Was Who in America
5. Dictionary of American Biography
6. National Cyclopedia of American Biography
7. Biography Index

ORDERING BOOKS

Ordering information sources

1. Books in Print
2. Publisher's Trade List Annual
3. Paperback Books in Print
4. Publishers brochures

CLASSIFYING

Using title page of book - Put author (last name first), title place, publisher, and copyright date on card. The example to use are in Your Library - What's In It For You, by John T. Lolley or the sample card at the end of this outline.

1. Author's name stands alone on first line.
2. Title is on second line and is indented 3 spaces. It is followed by a comma.

3. Author's name as it appears on the title page comes after the title . Omit Dr., Ph.D., Mrs., Prof. or any other such titles. If there is a second or third author their names are also included here. If there are more than three authors use the first one, then add, 'and others'. A period follows this section.

4. Place of publication starts the next "sentence". Use only the town if well known, if not use the town and state. The state name may be abbreviated. A comma follows.

5. Publisher comes after place. Shorten or omit words such as company, Brothers,etc. A comma follows.

6. Copyright date is the last of this "sentence" and this "paragraph". Use the latest date in the book - usually on the page following the title page - and the one bearing the sign © before it if there is a question. Do not use reprint dates unless they are the only ones given. Follow this by a period.

7. Paging starts the second "paragraph". If Roman Numerals are used for the preface and beginning of a book the last number used is entered on the card first. Then comes the regular paging. A small p. follows the numbers. Space twice.

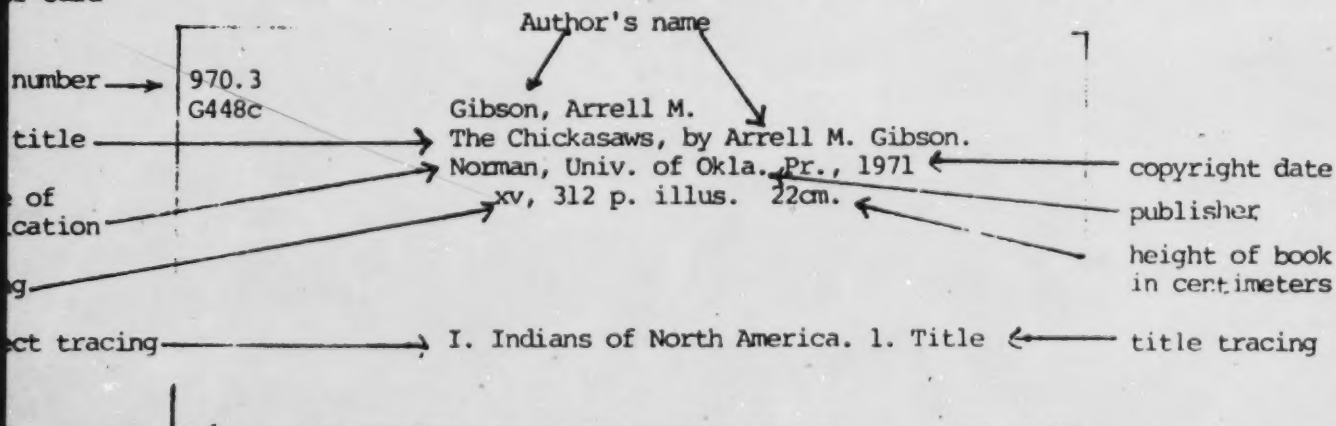
8. Illustrations (including Maps, Charts, pictures, photographs) are next. This is noted as illus. Space twice.

9. Height in centimeters comes after illus. Follow this by the abbreviation cm.

10. Subject racings start a new " paragraph" at the bottom of the card. These may be found in special listings such as Sears or Library of Congress or those created by your library and its special needs. These are preceded by Roman numerals.

11. Author and Title tracings are preceded by regular numbers. These are entries for second or third author with information exactly as it will appear on additional cards and the word Title is used to show that a title card is made using the full title.

LE:
r Card



Title Card

970.3 Indians of North America
G448c Gibson, Arrell M
The Chickasaws, by Arrell M. Gibson.
Norman, Univ. of Okla. Pr., 1971
xv, 312p. illus. 22 cm.

I. Indians of North America. 1. Title

Subject Card

970.3 The Chickasaws
G448c Gibson, Arrell M
The Chickasaws, by Arrell M. Gibson.
Norman, Univ. of Okla. Pr., 1971
xv, 312 p. illus. 22 cm.

I. Indians of North America. 1. Title

CALL NUMBER

First line

1. For a fiction/non-fiction arrangement use F and N (or NF)

2. For a Dewey Decimal arrangement use the correct number for the book as determined by examination of the contents and a Dewey schedule.

3. For any other arrangement or classification system use the selected symbol for the top line.

Second line

1. This be the first 3 letters of the author's name. ie. Gib, Ols. Capitalize the 1st letter only.

2. Using the Cutter Tables find the author's last name.

    a. Put down the first letter of the author's last name.
    b. Add the numbers found in the Cutter Tables.
    c. Follow with the first letter of the title.

Third line

1. If this is a 2nd or 3rd copy of the same book then put cop. 2 or cop. 3 on the third line.

CIRCULATION

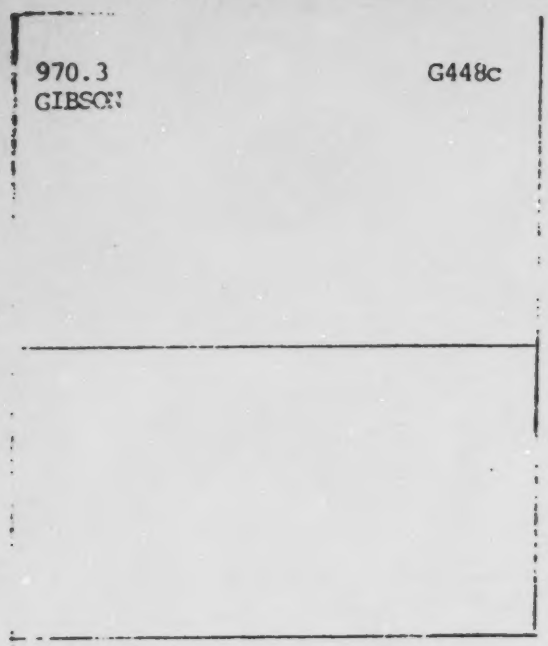
In order to circulate books, the librarian needs to know:

a. Which book (author, title, call number)
b. Who has it (name, address, phone number)
c. When it should be returned.

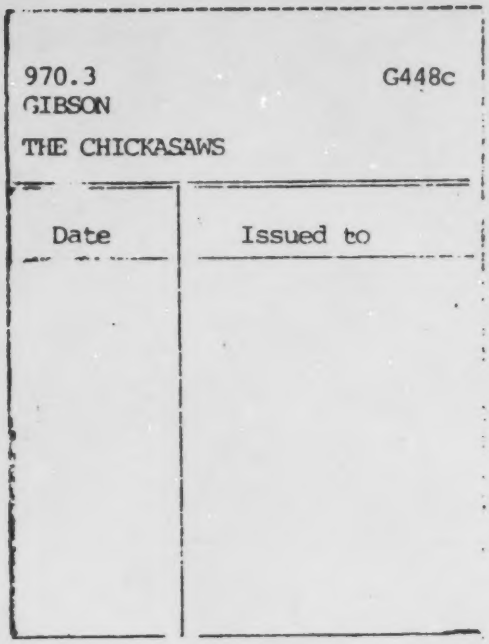
The simplest circulation record is a notebook. Simply write down the above information each time someone takes a book.

If more than a few books circulated each day, it is easier to control the process with cards and pockets.

Example: Book Pocket



Book Card



Book pockets and cards can be placed inside either the front cover or the bock cover. If information on the endpapers will be covered by the pockets, place on the next page. The date due slip can either be fastened to the pocket or placed on the page facing.

The circulation file can be arranged by call number. OCU Library circulation file is arranged in this way. We find it easier to check if someone wants to know if a book is checked out. A certain color tab is placed on the cards checked out during that week. Then in a week or two, all cards with that color tab are pulled and processed for overdues.

Another possible arrangement is by date due. The cards are filed behind date dividers and are processed for overdues when that day or that week comes around.

970 General history of North America

Do not use standard subdivisions; class in 970

Class Indians in 970.1

► 970.01–970.05 Historical periods

Class comprehensive works in 970

.01 Period of discovery and exploration to ca. 1600

(Use of this number is optional; prefer 973.1)

.02 1600–1700

.03 1700–1800

.04 1800–1900

.05 1900–

.051 To end of World War 1, 1900–1918

.052 From end of World War 1 to end of World War 2, 1918–1945

.053 Since World War 2, 1945–

• Add as instructed under 930–990

.1 Indians of North America

History and civilization in North America

Class world history of North American Indians in 909, history in a specific place outside North America with history of the place, civilization outside North America in 910

For specific tribes, see 970.3; *Indians in specific places in North America,* 970.4; *government relations,* 970.5

.3 Specific Indian tribes

Class government relations of specific Indian tribes in 970.5

.4 Indians in specific places in North America

Class specific tribes in specific places in North America in 970.3, government relations of Indians in specific places in North America in 970.5

.5 Government relations with Indians

History and policy

Class Indian wars of a specific place and period with history of the appropriate place and period, e.g., Black Hawk War 973.5; a specific aspect of government relations with the subject, e.g., social welfare services 362.8

Select five topics from the list below and locate a citation for each one in the MONTHLY CATALOG OF GOVERNMENT PUBLICATIONS.

Aviation	Transportation
Children	Juvenile delinquents
Education	Medicine
Pollution	Energy
Conservation	Crime and criminals

MONTHLY CAT. YEAR	Index number	SuDoc number	In shelf list?	On shelf?

REVIEW PROJECT

STEP 1 - SELECTION

Using the tools listed on the Selection & Ordering sheet and the two sheets, Service to American Indian, an evaluation of your three books and whether or not you think they would be worthwhile addition to your collection.

STEP 2 - ORDERING

Make out order cards using Books in Print and P.T.L.A. to find your information. Describe what other step or steps you would have to go through to have the order mailed off to the publisher or book jobber.

STWP 3 - CLASSIFYING

Using the Dewey table in your textbook and using the two more detailed Dewey sheets (970's & 390's) assign a call number to your three books - you may use the Cutter table or the first 3 letters of author's last name for the second line of the call number.

STEP 4 - CALALOGING

Make a complete author card and a complete title card for your book - Put your initials on your cards - File your cards in the Catalog drawer.

STEP 5 - MARKING

a. Place call number on spine of book.
b. Pencil call number in upper left corner of the page following the title page.
c. Stamp the three edges of the book with property stamp.
d. Stamp title page & page 21 with property stamp.
e. Book cards, pockets & date due slips - See sheet for an example of the information which goes on the book card and pocket - Place the pockets, cards and date due slips in your three books.

STEP 6 - CIRCULATION

Check your three books out and file book cards in the circulation file.

Questions for the Belle Isle visit.

Do they use Dewey or Library of Congress?

How is the Card Catalog arranged?

Do they have:

Who's Who in America

Book Review Digest

Reader's Guide to Periodical Literature

How usable is the arrangement of their books? Describe and comment.

What kind of circulation system do they have?

WHO? WHAT? WHERE? WHY? HOW?

1. Who is the richest woman in the world?

2. Where is the ice hockey Hall of Fame?

3. What is the birthplace of the Attorney General of the United States?

4. What is the address of the Small Business Administration?

5. What church affiliation does Gerald Ford have?

6. Dr. Dolphus Whitten has a daughter. What is her name?

7. What weight was the heaviest newborn on record?

8. How many male undergraduates does Roanoke College have?

9. Is the employment outlook good for Rabbi's?

10. What was Roy Rogers name at birth?

R
920
C976c CURRENT BIOGRAPHY

R
371.425
Oc16 OCCUPATIONAL OUTLOOK HANDBOOK

R
378.73
F495b BARRON'S PROFILES OF AMERICAN COLLEGES

R
920
W628 WHO'S WHO IN AMERICA

R
353
Un58w U. S. GOVERNMENT MANUAL

R
328.73
Un5o CONGRESSIONAL DIRECTORY

R
317.3
W927a WORLD ALMANAC AND BOOK OF FACTS

R
031
G964g GUINESS BOOK OF WORLD RECORDS

REFERENCE BOOK REVIEW

1. Tell what each of these books does:

   a. BOOK REVIEW DIGEST

   b. WHO'S WHO IN AMERICA

   c. BOOKS IN PRINT

   d. READER'S GUIDE TO PERIODICAL LITERATURE

   e. MONTHLY CATALOG OF GOVERNMENT PUBLICATIONS

   f. PUBLISHERS TRADE LIST ANNUAL

   g. CONTEMPORARY AUTHORS

   h. CURRENT BIOGRAPHY

   i. BOOK REVIEW INDEX

2. For each of the types of reference books listed below, give a title of a specific book and tell something about it.

   a. Dictionary

   b. Encyclopedia

   c. Almanac

   d. Atlas

   e. Directory

   f. Handbook or manual

   g. Yearbook

3. Explain interlibrary loan.

Name_____

1. Arrange these call numbers in correct order.

506	317.3	203	668	318	280	705	920	178	031
Or68	W927a	En56	K29c	So726s	Un5r	Am512a	W628	H652h	W723

2. In a classification system, all books on the same _____ are placed together.

3. In the library classification system each book is assigned a _____ _____.

4. Books can be entered in the library catalog by at least three ways. Name them.
(a)_____. (c)_____.
(b)_____

5. Using the following entry answer the questions below.

Mountaineering
Go try it on the mountain; comp. by P. Nevard. il Esquire 78:121-7 Ag'72

Title of magazine _____.

Page number of article_____.

Title of article_____.

Date of magazine_____.

Subject of article_____.

Volume number of magazine_____.

Author of the article_____.

6. What is the best guide to periodical articles listed by subject?

7. How is the Reader's Guide to Periodical Literature arranged?

8. To use the Book Review Digest you need to know three things about the book. Name them.

(a)_____. (c)_____.

(b)_____.

9. Book Review Digest is an aid in selecting books because it has_____

_____.

10. Using the sample card answer the following questions.

Date of publication _____.

Call number_____.

Title of book_____.

Publisher_____.

Subject tracings_____.

Number of pages_____.

Author of book_____.

Place of publication_____.

028.7
A365u Aldrich, Ella V.
Using books and libraries, by Ella V. Aldrich. Englewood Cliffs, N. J., Prentice-Hall, 1960.
118p. illus. 18 cm.

1. Library instruction - manuals and guides.
I. Title.

Final Test
BASIC FUNCTIONAL LIBRARIANSHIP

1. List some points you would need to consider in selecting materials for the center you worked with during the fifth week.

2. Explain why call numbers are put on books and describe how a call number is created.

3. When you look a book up in the card catalog, what information can you find out about the book just by looking at the card?

4. Your boss tells you there's this great new book out by George Josephson on civil rights for minorities and he wants you to order it. List the steps you would have to go through to get the book.

5. Before you circulate a book, what information do you need to have about the patron and the book? What information does the patron need?

6. Put the following authors and titles in alphabetical arrangement in one list.

Webb B. Garrison	PILGRIM AT TINKER CREEK
Stephen Vincent Benet	YOU COME TOO
Annie Dillard	ORBIT FIVE
Damon Knight	WHY YOU SAY IT
Robert Frost	POEMS OF ROBERT BROWNING
Robert Browning	WESTERN STAR
Hayes B. Jacobs	WRITING AND SELLING NON-FICTION

LIBRARY INSTITUTE PARTICIPANT PERSONAL DATA FORM

1. Name _____ Birthdate _____
(last) (first) (middle)

Telephone No. _____
(area-code +)

2. Address _____

_____
(zip code)

3. Dependent(s) 1. _____ age _____

2. _____ age _____

3. _____ age _____

4. Tribal affiliation _____

5. Representing _____
(tribe or organization)

6. Address _____ _____
(street) (city) (state) (zip)

7. Educational Background

High school attended _____ year _____ graduated ___ ___
yes no

College(s) attended _____ year _____ graduated ___ ___
yes no

_____ year _____ graduated ___ ___
yes no

_____ year _____ graduated ___ ___
yes no

Other _____ year _____ graduated ___ ___
yes no

8. Honors and awards 1. _____

2. _____

3. _____

9. Employment Background:

a. Name of employer _____

b. Address _____ City _____ State _____

c. Dates of employment _____ to _____

d. Title _____

e. Job Description _____

_____

_____

a. Name of employer _____

b. Address _____ City _____ State _____

c. Dates of employment _____ to _____

d. Title _____

e. Job Description _____

_____

_____

a. Name of employer _____

b. Address _____ City _____ State _____

c. Dates of employment _____ to _____

d. Title _____

e. Job Description _____

_____

_____

10. Honors and Awards 1. _____

2. _____

3. _____

4. _____

APPENDIX B

Advisory Board Minutes

LIBRARY INSTITUTE

Advisory Board Meeting Minutes
June 3, 1976

Present: Mr. Hank Payne, Ms. Danelle Hall, Ms. Carol Naranjo, Instructors; Mr. Leon Lusty, Tulsa Indian Youth Council; Ms. Millie Giago, Oklahoma City Native American Center; Mr. James King, Creek Nation of Oklahoma; Ms. Pauline Harjo; Advisory Board Members, Mr. Lee Brawner, Oklahoma County Libraries Mr. Allen Good, Oklahoma State Department of Libraries, and Joseph H. Sahmaunt, Project Director.

Meeting was called to order by Mr. Sahmaunt. Introductions of those present were made.

Mr. Sahmaunt gave a brief overview of the total program as proposed, and opened the meeting for discussion. Discussion followed.

The institute instructors gave a brief overview and explanation of the course content they perceived as meeting the objectives of the institute. Mr. Hank Payne spoke to the media portion of the coursework after which a discussion was held. Mr. Leon Lusty requested that training in the operation of a video tape machine be included. Mr. James King requested that microfilming be included in training. Mr. Payne indicated that the two requests would be honored. Ms. Hall and Ms. Naranjo presented the librarian skill training coursework. Questions were fielded and were concerned with field trips, cooperation with other library agencies, training techniques, and procedures in achieving priorities in training.

After discussion regarding coursework, Mr. Good and Mr. Brawner explained to the group ways that their respective agencies could be of service to the institute. Identification of other agencies and individuals who could be contacted for assistance was made.

Meeting adjourned at 4:00 P.M..

APPENDIX C

Article Submitted to
Oklahoma Librarian

PARAPROFESSIONAL TRAINING OF AIDES FOR AMERICAN INDIAN INFORMATION CENTERS

by
Danelle Hall, Documents Librarian
Oklahoma City University Library

During the spring and summer of 1976, Oklahoma City University Library and the Education Department of OCU jointly proposed and subsequently received a Federal grant to train paraprofessional aides to work in Indian information centers.

The grant was funded through Public Law 89-329, Higher Education Act, Title II, Part B, and administered by the Division of Library Programs, Office of Libraries and Learning Resources, U. S. Office of Education. Dr. Joseph "Bud" Sahmaunt was project director. Instructors were Carol Naranjo, Henry Payne, and myself.

The program was operated in two stages. For six weeks, from July 6 through August 13, nine students from various Indian tribes across the state attended thirty hours of class a week on the OCU campus, learning the fundamentals of setting up and operating a small library, and the basic skills for operating audio-visual equipment and preparing audio-visual presentations. Students spent the fifth week of the program at a tribal information center working on a library-related project.

For six months following the class, the instructors visited information centers where five of the nine students were employed to assist with center development. Tribal officials who sponsored the other students not employed were also visited. The program officially ended March 31, 1977.

We feel a major benefit of this effort was an increased awareness of the potential of information centers on the part of both the students and the center directors. The students were exposed to the mechanics of operating a

small library, to the use of sources of information such as the card catalog, READER'S GUIDE TO PERIODICAL LITERATURE, government documents, interlibrary loan procedures, and to the location of information through various field trips. In addition, personnel from the Oklahoma Department of Libraries, Oklahoma County Library System and the National Indian Education Association discussed various services and information sources available to them.

There are some aspects of the project which we would adjust should we work with a similar program in the future. We found that lecturing is not an effective teaching device for this type of concentrated course. Our most productive sessions occurred when the students had the books or card sets or A-V equipment in front of them.

Tardiness and absenteeism were two very real problems which we encountered and which diminished valuable class time. We place much of the blame for this situation on the fact that notification of funding of our project did not reach us until just two weeks before the program was scheduled to begin, leaving little time for careful recruiting and screening of applicants.

During the fifth week of the program, the students returned to their own communities and worked on a library-related project at a center. The instructors visited each site to provide counseling and materials. We felt the actual practical work experience at a center was a valuable part of our program. However, a more efficient way of organizing this work experience might have been to take the entire group to a single center with the supervision of the instructors, complete a project there, and then proceed to the next center. In this manner, the students would be exposed to a variety of problems, with the instructors immediately available for consultation.

The care and organization of newsletters and other materials of this nature would receive more attention another time. We found that this was one type of material common to almost all of the centers. Also, this is the kind of information that a public library might not have access to, and so should be made easily retrievable for the entire community.

More discussion and communication, I feel, needs to take place between the directors of the centers and the library personnel who are planning a project such as this to pinpoint just exactly what each group feels should be accomplished.

Our Advisory Council met only once which did not allow enough time to demonstrate effectively how this program could benefit the tribes in a practical, concrete manner. As a result, while the center directors supported the program by sending their people and by allowing the students to work at the centers during the fifth week, their support lacked the enthusiasm needed to provide momentum for the program. Another meeting or two with the Advisory Council and more in-depth education and persuasion of the directors of the centers might have resulted in a far more successful program.

Our project was an experiment. As far as we know, nothing exactly like this has been tried before. We were pleased at the amount of material we were able to cover, disappointed that more concrete results were not obtained. Five of our students are currently employed at centers in Oklahoma City and Tulsa, but divide their time between the libraries and other responsibilities. Four of our students are not presently employed in library-related activities. It is my understanding that the Southwest Cultural Center in Weatherford has asked for money to establish an information center there, and will possibly employ one of our students if funded.

Although we can't claim to have solved the problem of availability of information for the Native American communities across the state, we do feel that the students who participated in the program can serve as information resource persons for their tribes. The whole area of library service to Native Americans is one which I feel Oklahoma librarians need to consider. I'm sure many programs are in progress even now. However, the need, as we discovered first-hand last summer, is very great.

A P P E N D I X D

Letters Requesting
Information About The Institute

Ojibwa Indian School

BELCOURT, NORTH DAKOTA 58316

) 477-5739
A-3

May 16, 1977

Ms. Marion MacInnis
Okalahoma City University Library
Oklahoma City, Okalahoma

Dear Ms. MacInnis:

I am intrested in attending your next program on American Indian Librarianship. Presently I am working as a librarian aide at the Ojibwa Indian School Library at the Turtle Mountain Indian Reservation in Belcourt, North Dakota. I have been working here 2½ years as a library assistant. I would be very intrested in attending your next program. Please send me information if you are planning another library course of study.

Sincerely,

Shirlee Azure

THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

CAROLINA POPULATION CENTER
UNIVERSITY SQUARE
CHAPEL HILL, NORTH CAROLINA 27514

TELEPHONE: (919) 966-2157
CABLE: POPCENTER, CHAPEL HILL, N. C.

October 12, 1976

Danelle Hall
Documents Librarian
Oklahoma City University Library
2501 N. Blackwelder
Oklahoma City, Ok. 73106

Dear Ms. Hall,

I was most interested to read in Library Journal, 1 September 1976, of your training course for Indian librarians.

The Technical Information Service of the Carolina Population Center offers a course in population information work under the Population Library Internship Program. Participants are librarians from various kinds of institutions in developing countries which are involved in population work. Qualifications and experience of the librarians vary greatly, so we are continually adjusting and tailoring the program's content to meet the needs of individual librarians and their working situations.

We are presently involved in restructuring and formalizing the administration and curriculum of the program and we are very interested in learning more about programs which attempt to provide training in all aspects of library and information work in a relatively short period of time, usually to trainees without benefit of formal training in the field. If possible, it would be most helpful if you could share with us a more detailed description of your own program, its curriculum, reading list, teaching materials, and any reports which might be generally available.

I am enclosing a description of our own program for your information.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Gretchen Whitney
Coordinator, Library Development
Services and Training

GW: dd

Oklahoma City University
Oklahoma City, Oklahoma 73106
(405) 525-5411

Library

Whitney

October 19, 1976

Ms. Gretchen Whitney
Coordinator, Library Development Services
and Training
Carolina Population Center
University of North Carolina at Chapel Hill
University Square
Chapel Hill, North Carolina 27514

Dear Ms. Whitney:

Thank you for your recent inquiry about our program in Indian Librarianship. Enclosed is a brief description of the course content, the schedule we followed, and some of the materials we used.

The program, funded by a U. S. Office of Education grant, was a joint effort between the Oklahoma City University Library and the OCU Education Department to give untrained personnel the basic skills necessary for setting up and operating tribal libraries.

The six-week course included simplified selection, ordering, classification, cataloging, and circulation procedures. Use of audio-visual equipment and inventory control of A-V materials was covered. One week of the time was spent back at the tribal centers using the skills learned. Monthly on-site visits by the instructors are planned through February in order to give the students help with any problems or questions that might arise.

I am forwarding a copy of your letter to Mr. Joseph H. Sahmaunt, Director of the program. It is my understanding that a handbook is to be developed as a result of our experience with this experimental program. Possibly he can give you more information on this.

Sincerely,

Danelle Hall

Danelle Hall
Documents Librarian and instructor
in the program.

cc: Mr. Joseph H. Sahmaunt
Education Department

Sept. 23, 1976

Gentlemen:

Please send us information on your new summer course on Indian librarianship.

Thank you,

Sarah Tome

Please send to:

Ms. Sarah Tome
STATE LIBRARY BRANCH
GENERAL REFERENCE UNIT
478 S. KING STREET
HONOLULU, HAWAII 96813

Oklahoma City, Oklahoma 73106
(405) 525-5411

Library

October 19, 1976

Tome

Ms. Sarah Tome
State Library Branch
General Reference Unit
478 S. Kind Street
Honolulu, Hawaii 96813

Dear Ms. Tome:

Thank you for your recent inquiry about our program in Indian Librarianship. Enclosed is a brief description of the course content, the schedule we followed, and some of the materials we used.

The program, funded by a U. S. Office of Education grant, was a joint effort between the Oklahoma City University Library and the OCU Education Department to give untrained personnel the basic skills necessary for setting up and operating tribal libraries.

The six-week course included simplified selection, ordering, classification, cataloging, and circulation procedures. Use of audio-visual equipment and inventory control of A-V materials was covered. One week of the time was spent back at the tribal centers using the skills learned. Monthly on-site visits by the instructors are planned through February in order to give the students help with any problems or questions that might arise.

I am forwarding a copy of your letter to Mr. Joseph H. Sahmaunt, Director of the program. It is my understanding that a handbook is to be developed as a result of our experience with this experimental program. Possibly he can give you more information on this.

Sincerely,

Danelle Hall

Danelle Hall
Documents Librarian and instructor
in the program

cc: Mr. Joseph H. Sahmaunt
Education Department

TOWNSVILLE COLLEGE OF ADVANCED EDUCATION

Library Resources Centre, P.O. Box 117,
Aitkenvale, Queensland, Australia, 4814.

JK:JS

Technical Services.

14th February, 1977.

Ms. Danelle Hall,
Documents Librarian,
Oklahoma City University Library,
2501 North Blackwelder,
OKLAHOMA 73106

Dear Ms. Hall,

I read in the Library Journal, Sept., 1976 of a summer course on Indian Librarianship to be held at OCUL. I would be most grateful if you could forward some information about this course - i.e. course outline, reading lists etc.

We are interested in courses for teachers and other staff dealing with indian populations as this college offers courses in aboriginal education designed for white Australians who will be teaching in aboriginal communities.

Your assistance would be appreciated.

Yours faithfully,

Ronald E. Store,
Principal Librarian.

Oklahoma City University
Oklahoma City, Oklahoma 73106
(405) 525-5411

Library

Store,

February 21, 1977

Ronald E. Store
Principal Librarian
Townsville College of Advanced Education
Library Resources Centre, P. O. Box 117
Aitkenvale, Queensland, Australia, 4814

Dear Mr. Store:

Thank you for your inquiry about our program in Indian librarianship.

During the summer of 1976 we were awarded a government grant to teach ten Indian students the basic elements involved in setting up and operating a small library. Enclosed is a brief description of the course content, the schedule we followed, and some of the materials we used. A more detailed account of the program is scheduled to be published in WILSON LIBRARY BULLETIN in March, 1977.

Efforts have been made by various Indian organizations recently to establish tribal information centers. However, after the materials were purchased, it was discovered that no personnel were available from the tribes to maintain and service these newly formed libraries.

Our experimental program, funded by a U. S. Office of Education grant, was a joint effort between the Oklahoma City University Library and the OCU Education Department to give untrained Indian personnel the basic skills necessary for setting up and operating these tribal libraries.

I am forwarding a copy of your letter to Dr. Joseph H. Sahmaunt, Director of the program. If you need further information, possibly he can be of help.

Sincerely,

Danelle Hall

Danelle Hall
Documents Librarian and instructor
in the program.

cc: Dr. Joseph H. Sahmaunt
Education Department

FRASER VALLEY COLLEGE
LEARNING RESOURCES CENTRE

September 16, 1976.

Chief Librarian,
The Library,
Oklahoma City University,
Oklahoma City,
Oklahoma, U.S.A.

Dear Madam/Sir:

We have noted the reference to your ~~publication~~

summer course to train people to run tribal libraries

(in the September 16 issue of Library Journal)

some information on this

and would very much appreciate receiving ~~it~~ at

your convenienc

Thank you.

Sincerely,

W.E. Hanafi
Director of Learning
Resources

WEH/mm

34194 MARSHALL ROAD, ABBOTSFORD, B.C. V2S 5E4 (604) 853-7441 / Toll Free 530-7757 / Telex 04-363539
(from Vancouver)

tion. LC, which started circulating the edition last month, hopes eventually to reach 1500 visually handicapped readers. Blind readers interested in a free subscription should contact: National Braille Press, Inc., 88 St. Stephen St., Boston, Mass. 02115.

• **Viet info packet:** Minnesota's Hennepin County Library (Edina) has produced a bilingual Vietnamese information packet with general information about life in the U.S. and specific details on what to expect from the twin city area of Minnesota. The packet, which could serve as a model for other libraries that want to help America's newest immigrant adapt, was prepared by a Vietnamese CETA employee. To get a copy, send 50¢ and mailing label to Public Information, Hennepin County Library, York Ave., South at 70th, Edina, Minn. 55435.

• **English as a second language:** A $2400 grant from ARA Service, Inc. will enable the Logan Branch of the Free Library of Philadelphia to expand its efforts to help members of its ethnic community—including Ukranians, Portuguese, Puerto Ricans, Koreans, Cubans, and Vietnamese people—learn English as a second language. The library plans to buy a collection of recordings and listening equipment. An instructor will be hired to teach classes four hours each week; volunteer tutors will be recruited to work on an individual basis with students.

• **Indian librarianship:** Indian librarianship is the focus of a new summer course at Oklahoma City University Library; its aim is to train people to run the tribal libraries which have been set up—or can be—with federal aid, says OCUL Documents Librarian Danelle Hall.

• **Book repair by the disabled:** Michigan's Monroe County Library System reports that "developmentally disabled adults" are repairing its books. The work is handled by MORE, Monroe Opportunities for Rehabilitation & Education, a "nonprofit sheltered workshop providing work activities for developmentally disabled adults."

• **Kiosks for D.C.'s unserved:** The District of Columbia Public Library reports the opening of three new library kiosks in areas of the city presently unserved by branches. Each will house 1000 books, have a phone link to Main, and get daily delivery by truck.

• **Adult education in Houston:** The Houston Community College and Houston Public Library have teamed up in a free tutoring program aimed at helping adults study for the GED (General Educational Development) exam, the equivalent of a high school diploma. Houston got a $56,000 LSCA Adult Basic Education grant to buy program materials; 45 volunteers (mostly housewives, ex-teachers, and corporate employees) are tutoring residents at ten of Houston's branches.

PEOPLE

H. MARCY IV

J. MULKEY

A. PRATT

J. SHAPIRO

D. STAHL

Oklahoma City University
Oklahoma City, Oklahoma 73106
(405) 525-5411

Library

Hanafi

September 24, 1976

Mr. W. E. Hanafi,
Director of Learning Resources
Fraser Valley College
Learning Resources Centre
34194 Marshall Road
Abbotsford, B. C. V2S5E4

Dear Mr. Hanafi:

Thank you for your recent inquiry about our program in Indian Librarianship.

The program, funded by a U. S. Office of Education grant, was a joint effort between the Oklahoma City University Library and the OCU Education Department to give untrained personnel the basic skills necessary for setting up and operating tribal libraries.

The six-week course included simplified selection, ordering, classification, cataloging, and circulation procedures. Use of audio-visual equipment and inventory control of A-V materials was covered. One week of the time was spent back at the tribal centers using the skills learned.

I am forwarding a copy of your letter to Mr. Joseph H. Sahmaunt, Director of the program. It is my understanding that a handbook is to be developed as a result of our experience with this experimental program. Possibly he can give you more information on this.

Sincerely,

Danelle Hall

Danelle Hall
Documents Librarian and instructor
in the program.

cc: Mr. Joseph H. Sahmaunt
Education Department

Oklahoma City University
Danelle Hall
2501 N. Blackwelder

OKlahoma City, OK 73106

Central Wyoming College
Riverton, Wyoming 82501

SUBJECT

DATE 10 / 12 / 76

MESSAGE May we please have some information on the summer program for Indian librianship?

SIGNED Monica T. Antelope, Library Assistant

REPLY

SIGNED

DATE / /

Rediform 45 472

SEND PARTS 1 AND 3 WITH CARBON INTACT - PART 3 WILL BE RETURNED WITH REPLY.

Oklahoma City University
Oklahoma City, Oklahoma 73106
(405) 525-5411

Library

Antelope

October 19, 1976

Ms. Monica T. Antelope
Library Assistant
Library
Central Wyoming College
Riverton, Wyoming 82501

Dear Ms. Antelope:

Thank you for your recent inquiry about our program in Indian Librarianship. Enclosed is a brief description of the course content, the schedule we followed, and some of the materials we used.

The program, funded by a U. S. Office of Education grant, was a joint effort between the Oklahoma City University Library and the OCU Education Department to give untrained personnel the basic skills necessary for setting up and operating tribal libraries.

The six-week course included simplified selection, ordering, classification, cataloging, and circulation procedures. Use of audio-visual equipment and inventory control of A-V materials was covered. One week of the time was spent back at the tribal centers using the skills learned. Monthly on-site visits by the instructors are planned through February in order to give the students help with any problems or questions that might arise.

I am forwarding a copy of your letter to Mr. Joseph H. Sahmaunt, Director of the program. It is my understanding that a handbook is to be developed as a result of our experience with this experimental program. Possibly he can give you more information on this.

Sincerely,

Danelle Hall

Danelle Hall
Documents Librarian and instructor
in the program.

cc: Mr. Joseph H. Sahmaunt
Education Department

APPENDIX E

Instructor Evaluations

INSTRUCTOR EVALUATION

July 6-9, 1976 1st week

Students seemed not very interested in the characteristics, however as we proceeded to learning how to operate the equipment they seemed to relax and become more cohesive group than individuals. This carried over into the Video taping where they appeared to learn and enjoy simultaneously. Here their interests seemed to build. Will check how well they learned as we progress by having them actually show me how to operate the equipment.

Overall, I am satisfied with the first weeks progress.

The first week of this program was a time of adjustment. The instructors and students were learning about each other and the class of nine was not complete until the beginning of the second week. The first assignments were too short and too easy. We needed more projects that required the use of the library and could have used a field trip to excite their interest in library use.

INSTRUCTOR EVALUATION

July 12-16, 1976 2nd week

The class divided themselves into three groups and now sit in class in these groups. The groups, so far, appear to be working well together to get the storyboards completed. The slide taking, with croping appears to have somewhat baffled them all. They all completed their slide taking in ample time - in fact, we even got one of the groups to start taping their narration.

Absenteeism is, it appears, going to disturb the continuity of the class. That is, some information will have to be repeated for some of the members. Thus, taking time away from all of the participants. One main problem here is that it does not apply to only one or two.

We had two field trips this week. On Wednesday we went to the Science and Arts Foundation to see "Feather Moon". On Friday we visited the Indian Archives Division of the Oklahoma Historical Society. The Indian Archives trip was, we felt, one of the most productive of our trips. Every student seemed to find something of interest there.

While we covered the subjects indicated in the second week program, we may have made them repeat the processes too many times with too many books. Once they understood what we were asking of them they seemed to enjoy doing the work.

INSTRUCTOR EVALUATION

July 19-23, 1976 3rd week

Absenteeism, once again, has the participants somewhat spread out in the area of materials covered. One group did not get to present their project due to the member with the slides being absent.

The participants appeared most uncomfortable in making a tape recording. They learned earlier how to operate the equipment - that did not appear to be a problem. It may have been shyness - them knowing the whole class would be hearing the tape.

Projects - those who could show them - were shown and discussed. As expected, most cropping done on the slides were not balanced, making all of the pictures seem slanted. This was expected, and pointed out to each group.

The third week was one of the best in the program. Field trips to the Belle Isle Branch Library and the Oklahoma Historical Society Library, Newspaper Division and Museum were informative and fun. The guest speaker, Evalu Russell, kept the students and instructors interested and entertained. The subjects covered in the classroom were clear and seemed to have just the right project for using the various books. More time could have been spent in some areas and with fewer people such as Book in Print and Publishers Trade List Annual, but these were later clarified and re-used in review projects.

INSTRUCTOR EVALUATION

July 26-30, 1976 4th week

Utter and complete boredom over all the material covered, except number five. They were not interested. This may have been due to either the content or to the fact that we changed this Tuesday meeting time from a.m. to p.m.. They appeared very tired as they entered class. I'm glad all the material covered was on a hand-out or I fear most would not have gotten any of the information at all.

We also discussed what assignments we wanted done during the fifth week. Once again, absenteeism remains a problem - will have to go over this fifth week assignment again for the two absent.

The visit to the Oklahoma Department of Libraries started off quite poor. They covered a few areas which will probably be of little or no importance for these trainees. It did, finally, start becoming relevant. There was a drop in the level of interest and attention. Had time permitted, perhaps some contrived experiences in order processing should be given. This will be kept in mind, should some extra time become available. This area can be more closely evaluated during the fifth week.

Overall, the participants appear more interested in content during hands-on processes. This was expected. However, accompanying this higher level of interest is a higher degree of disorganization - no one ever said learning is a quiet process. This lack of interest in lecture type material presentations is expected to some degree but still quite puzzeling. The work assigned for the fifth week will give an indication as to whether or not it will need to be repeated with contrived work experiences during the sixth week.

INSTRUCTOR EVALUATION

July 26-30, 1976 4th week (continued)

Group tardiness, another problem, I think has been corrected by simply telling the participants that 9:00 a.m. is 9:00 a.m. - 9:15 or 9:30. Time will tell.

Although this week was somewhat hectic with speakers and preparing for the fifth week assignment, we felt it was also one of our more effective weeks. The students seemed to enjoy explaining the wide variety of reference books and then proving their new expertise with the "who, what, where, why, and how" worksheet. They encountered a wide variety of materials and the speakers (Sharon Saulman, Oklahoma County Libraries, and John Hinkle, Marilyn Vassily, John Stevart and Maryellen Trautman from Oklahoma Department of Libraries) provided useful new ideas and information sources. We did feel we assigned too many books in the Review Project.

INSTRUCTOR EVALUATION

August 2-6, 1976 5th week

Participants returned to their various sites where I visited them.

My feelings are a little mixed about what I saw. Some of the participants were obviously not going to be busy all week - and were not. This was especially true of the people who did not have a site to return to - that is, where they are presently employed. They appeared to be doing busy work, but nothing of real value.

On the other side, I must say that the majority of the participants were not going to get finished with their assigned tasks. I feel maybe this fifth week could have been handled better, especially now that we have been through it once.

Pertaining to the media component, many - too many, of the participants had little or nothing to do with media equipment. This makes me question the need for such a component. Maybe future needs will use the skills they appear to have learned, mediawise, at this institute.

This may be just an unusual feeling on my part, but I felt like the participants were rather glad to see someone from the institute. They took great pride in showing what they had accomplished in the short time they had been on their own. I felt like they were trying to say "Look, I have and can do what you ask me to do." They appeared quite pleased with their accomplishments and confident that they could handle the tasks they had remaining, time allowing.

This brings me to a final doubt. These people appeared to work and work well on the tasks we assigned to them. However, can they work just as well with no direct tasks or assignments? I don't know how to answer this except in the following six months of follow-up.

INSTRUCTOR EVALUATION

August 2-6, 1976 5th week (continued)

We felt no one was really ready for the fifth week. The students seemed confused about what was expected of them and some found themselves without materials to work on or with. Possibly, if the project is funded again we might plan to take the entire group to each center. This would insure a more efficient use of time, we feel, and would also expose the students to more learning situations.

INSTRUCTOR EVALUATION

August 9-13, 1976 6th week

Rebecca Murray was the highlight of this week. Two days could have been spent in learning and discussion with this speaker from the Nation Indian Education Association. Time was the biggest problem since the concluding stages of the program took longer and were more involved than anticipated. The outside evaluation needed to have come earlier in the session to see the students and instructors in the actual teaching situation.

She covered the role and scope of Project MEDIA as it is established to assist Native Americans. She was quite excited and enthusiastic about Project MEDIA and her role in it. She covered, it appeared, every aspect of the Project. To me, the main drawback was the amount of time she spent on evaluation and actually having the participants doing evaluations. After the first evaluation even I became bored, but she insisted they do three. Participants interest was almost void as they were kept well past their usual ending time to do these. I felt she could have been more effective if she had shortened her presentation and stayed away from the actual evaluations. I say this because the peak of interest (participant interest) was during those times she spoke of services available and how to use them, and not how these services were arrived at.

With a little better planning she could have been excellent. I think I could recommend her again if another project were available.

APPENDIX F

Student Evaluation
Results

LIBRARY INSTITUTE EVALUATION

Date_____

Rate the following: 5 = Highest 1 = Lowest

Rate as it refers to providing a better background in Information development

1.	Coursework content	1	2	3	4	5	na
2.	Speakers:						
	a. Evalu Russell	1	2	3	4	5	na
	b. Sharon Saulman	1	2	3	4	5	na
	c. Rebecca Murrary	1	2	3	4	5	na
	d. Mary Ann Wentroth	1	2	3	4	5	na
	e. State Library Staff (John Hinkle, Marilyn Vassily, Maryellen Trautman, & John Stewart)	1	2	3	4	5	na
3.	Field Trips:						
	a. Science & Arts Foundations	1	2	3	4	5	na
	b. Belle Isle Branch Library	1	2	3	4	5	na
	c. Oklahoma Historical Society Library & Newspaper office	1	2	3	4	5	na
	d. Indian Archives (Historical Society Bldg.)	1	2	3	4	5	na
4.	Instructors	1	2	3	4	5	na
5.	Classroom Activities:						
	a. Media	1	2	3	4	5	na
	b. Library	1	2	3	4	5	na
6.	Dorm Facilities	1	2	3	4	5	na
7.	Financial Arrangements	1	2	3	4	5	na
8.	Administration Assistance	1	2	3	4	5	na
9.	Pre-Session Information	1	2	3	4	5	na
10.	Time of Sessions	1	2	3	4	5	na
11.	Classroom Facilities	1	2	3	4	5	na
12.	Knowledge acquired - Media	1	2	3	4	5	na
13.	Knowledge acquired - Library Skills	1	2	3	4	5	na

TABULATION OF RESPONSES OF THE LIBRARY INSTITUTE BY PARTICIPANTS (8)

The following rating was used: 5 = highest and 1 = lowest.

The student rated the categories as follows:

	1	2	3	4	5	na
1. Coursework content					7	1
2. Speakers:						
Evalu Russell				1	7	
Sharon Saulman			3	3	2	
Rebecca Murray					6	2
Mary Ann Wentroth			2	3	3	
State Library Staff				3	5	
3. Field trips:						
Science & Art Foundation			1		6	1
Belle Isle Branch Library				2	5	1
Oklahoma Historical					8	
Indian Archives					7	1
4. Instructors					8	
5. Classroom activities						
Media				1	7	
Library					8	
6. Dorm facilities	1	1			3	3
7. Financial arrangements		1	3	2	2	
8. Administration assistance	1		1	4	2	
9. Pr-session information				6	1	1
10. Time of sessions				2	6	
11. Classroom facilities				3	5	
12. Knowledge acquired - Media				2	6	
13. Knowledge acquired - Library				2	6	

APPENDIX G

Copy of External
Evaluation

EVALUATION OF
PARAPROFESSIONAL TRAINING FOR AMERICAN INDIAN
INFORMATION CENTERS

An Institute Funded By:
U. S. Office of Education
Division of Library Programs
Under
Title II, Part B, Higher Education Act of 1965

Evaluator:
Charles Townley

Abstract

This report evaluates the "Paraprofessional Training for American Indian Information Centers" Institute directed by Joseph H. "Bud" Sahmaunt at Oklahoma City University (OCU) between July 6, 1976 and March 31, 1977. The goal of this narrative is to summarize the process, describe the products and make suggestions for the improvement of the Institute. The Institute is successful in meeting its objectives and in demonstrating new methods of community input. It is worthy of replication in other Indian communities where library and information services are being developed. The community input component of the Institute deserves close study by all future Indian library training programs. Several recommendations are made for program improvement.

Introduction

This evaluation report is based on the Context, Input, Process, Product (CIPP) model developed by David Thomson and described in Library Planning and Evaluation. The context and input are to be found in the Institute proposal. Detailed process data is contained in the internal evaluation and other documentation of the Institute. This report contains process summaries and product evaluation. The report is divided into seven sections: (1) staff; (2) facilities; (3) participants; (4) curriculum; (5) community relations; (6) goals; and (7) recommendations.

Staff

Institute staff were hired in accordance with the proposal. Staff includes: Joseph H. "Bud" Sahmaunt, Director; Henry Payne, Assistant Director/Instructor; Danelle Hall, Instructor; Carol Naranjo, Instructor; and Pat Hunter, Secretary.

The staff is very well qualified to conduct this Institute. All hold advanced degrees in education or library science. Professor Sahmaunt is a nationally known leader in Indian education and has directed two previous programs dealing with Indian library services. Mr. Payne directs the Educational Media Center and teaches educational technology at OCU. Professor Hall is a member of the Library faculty. Mrs. Naranjo is a former member of the OCU Library faculty.

The Director is responsible for planning, recruitment of participants, administration of the budget and other Institute activities. The Assistant Director/Instructor assists the Director in addition to his instructional responsibilities. The Instructors prepare and present the course of study, conduct the internal evaluation and assist the participants in their local libraries. The Secretary is responsible for the clerical component of the Institute.

The staff of this Institute is exemplary. Each staff member has effectively executed her or his responsibilities. Most potential difficulties have been dealt with before they have become problems. Alternative instructional methods have been adopted wherever they can improve Institute effectiveness.

Staff morale and cooperation are high. Additional efforts have been made by the staff to insure program effectiveness, including visiting the participant's libraries prior to the Institute to acquire input on what curriculum components would best meet their needs. The staff has also been very effective in working with the participants and the Advisory Committee to determine their perceived needs and to structure the instructional programs to meet those needs. Secretarial assistance has been of high quality.

Coordination among the staff is informal and more than adequate to meet the needs of a short-term Institute held in one place with a staff who have previously worked together. Coordination may need to be strengthened when the participants are dispersed to their local communities in the follow-up component. The staff may want to consider a more formal method of coordination so that each student develops a sense of continuity and direction. This can be done in a number of ways; staff meetings to review the activities of each participant; maintaining case histories; and/or assigning each Instructor primary responsibility for specific participants.

Facilities, Travel, Supplies and Equipment

Oklahoma City University has been generous in sharing its resources with the Institute. Accommodations are among the best available on campus. Particpants are encouraged to make full use of the Library and Media Center resources. Supplies and equipment are adequate to the needs of the Institute. Travel is adequate for the needs of the Institute.

The staff may want to consider long distance telephone as a supplement to travel in the follow-up component of the Institute. Using account surpluses in other budget items for telephone costs might increase the effectiveness and frequency of field assistance. The evaluator has found that, once rapport is established and a grasp of the local situation is achieved, the telephone is a very effective tool.

Participants

Participants were selected by the Project Director and Advisory Committee in accordance with criteria presented in the proposal. Participants include:

Melissa Broncho	N.A. Center, OKC	Shoshone
Virginia Davis	Creek Nation	Creek
Linda Ann Dresher	Tulsa Indian Y.C.	
Annabel Laiwa		Arapaho
Chebow Marks	N.A. Center, OKC	Creek
Stephanie McGilberry	Putnam City Schools	Choctaw
Mary Panoske	Tulsa Indian Y.C.	Creek-Seminole
Lance Sliverhorn		Kiowa
Ruby Sleeper		Cheyenne-Arapaho

Ten participants were selected. One was forced to drop out at the end of the first week for personal reasons. Most of the participants have some college. All participants received stipends.

The eligibility criteria and selection proceedure used by this Institute are noteable for their reliance on community input. All of the participants have been recruited from an org-

anization or tribal group represented on the Advisory Committee. Consequently the participants come to the Institute with strong community support and a motivation to learn. Their communities expect to make use of their library and media skills when they return. This selection proceedure should be adopted wherever paraprofessional training is being considered.

One additional criteria, education/experience, might be considered in future Institutes of this type. The Instructors find it difficult at times to present material in such a varied group. To the extent that reasonable minimums can be established without damaging community input, the adoption of an education/experience criteria is recommended. Given the existing diversity of educational background and experience in the American Indian community, it is likely that accommodations at the instructional level will continue to be necessary.

Two minor administrative problems arose concerning participants, absence-tardiness and late payment of stipends. In most cases absence was due to some uncontrollable factor (car would not start, no baby-sitter, etc.). Tardiness might have been better controlled by action on the part of the Institute Director. Late payment of stipends was due primarily to a new accounting system at the University. The Director should either have insisted that the Bursar get his schedule fixed or promised the participants a later day in the week. Neither concern should be considered a major problem affecting the outcomes of the Institute.

Curriculum

The curriculum emphasized the acquisition of competencies listed in the proposal:

"1.Establish local goals and objectives for American Indian information centers.

2. Select and purchase library materials such as books, periodicals, equipment, software and supplies.

3. Systematically classify library materials.

4. Circulate library materials to the patrons of the Indian communities in a systematic manner.

5. Operate a variety of audio-visual equipment, including tape recorders, film projectors, cameras, and overhead projectors.

6. Produce and present mediated learning programs that relate to the Indian community.

7. Interpret user requests and locate information sources and services needed by users.

8. Recommend desireable changes in facilities and programs necessary for future development.

Further refinements in the curriculum design were made after community visits and input from the Advisory Committee.

The participants were enrolled in two courses specifically designed for the Insitute:

Course No.	Title	Hrs.
L.S. 4094	Basic Functional Librarianship	4
L.S. 4092	Utilization of Educational Media	2

These courses were cross-listed with the Department of Education

and could be applied toward a Library Science certificate. Participants spent about two-thirds of their time dealing with print materials and one-third with non-print media. Instruction focused on ten major components: (1) orientation; (2) utilization of media equipment; (3) selection; (4) ordering; (5) circulation; (6) media production techniques; (7) arrangement; (8) fieldwork; (9) storytelling; and (10) problem solving. In all cases instruction emphasized practical and basic skills acquisition, such as ordering print materials using Books in Print, simplified cataloging, the use of Reader's Guide, and storyboarding. Where available coursework was oriented to materials appropriate to or dealing with American Indians such as Indian reference materials and selection criteria. The instructional process for each component generally included an introduction to the topic, a brief lecture or demonstration on the topic, exercises or hands on experience and a review. Copious curriculum materials were prepared and distributed to students to be included in a notebook for future reference.

The curriculum also includes two field components. The fifth week of the Institute was devoted to in-service training. Each participant undertook one or more tasks in his or her community library or information center. A classroom assignment was also completed. For six months after completion of tne classrom component of the Institute, monthly on-site visits will be made by the staff. At the end of the Institute a two day seminar will provide the particiapnts an opportunity to interact and evaluate the Institute.

The curriculum of the Institute is one of its great

strengths. It provides each student with the ability to achieve the competencies layed out in the proposal. It evidences further strength by incorporating changes suggested by pre-Instiute visits to the sites, input from the Advisory Committee and suggestions from the participants. It emphasizes practical skills in keeping with the length of the Institute and the competencies of the participants. The instructional methodology is compatable with course content. It addresses real world problems by building notebooks for future reference as well as conducting field work and follow up. Internal evaluation is comprehensive, consisting of pre-tests, post-tests, exercises and weekly reports by the Instructors. Future Institutes would do well to consider the curriculum as a model.

The Institute staff makes several worthwhile suggestions for improvement of future programs. They feel the surriculum must be composed of simple steps. Each curriculum component should emphasize a project to work through. Lecturing should be reduced to a minimum. The staff feels that the components dealing with utilization of media equipment and arrangement went well. The staff could have used more time on reference materials, production techniques and selection of materials and equipment.

The in service training component did not go well in some cases. Several of the participants were sent to organizations unprepared to make use of their skills. In another case the library facility was moved across town during the week of in service training. The Director and staff are quite

aware of the problem and suggest two alternatives to correct the situation. One would require extensive work on the part of the Director to physically insure that the community facilities are ready to receive the participants. The other could be to have all participants work together in one "model" facility. I would opt for the latter. It allows for closer control of the experience and more staff-student contact. Anything missed by not placing the student in his or her home community could be made up early in the follow up component.

Based on the problems with the in service training, the following suggestions are made in hopes of avoiding problems in the follow up component. Instructors and participants should work out monthly goals during each site visit. These would outline what each participant would would do during the next month. Instructors and participants should be in weekly contact by telephone to discuss day-to-day problems, identify the week's activities and makenecessary adjustments to the goals. The staff should use one or more visits as an opportunity to introduce the participants to sources of local library assistance. These would be good times to take along a Consultant from the Oklahoma Department of Libraries. One subject of discussion would be cooperative programs between the centers and local libraries.

Finally several improvements in the curriculum are suggested. The staff should become aware of the NIEA Library Service Guides. These should be used where appropriate in

curriculum planning and notebook construction. One idea should be to make the notebooks and NIEA Guides compatable and complementary. Videotaping classroom presentations would also be a great help to the self-learner using the notebook. This should be a part of any replication. To spice up presentations on ordering and book repair, as well as put the people in contact with people they ought to know, one might consider bringing in a sales representative.

Community Input

The most unique feature of this Institute is its use of an Advisory Committee composed of representatives of Indian tribes and organizations. The Committee assisted the development of the instructional program, the selection of participants, in-service and policy development. The members were able to advise the Instructors on what training would be most effective in terms of local needs. Their involvement in the selection process resulted in participants who are motivated and capable. Where Committee members had a direct hand in the in service training, it also was successful. In short, the presence of an Advisory Committee has contributed greatly to both increased acceptance of the Institute in the Indian community and higher quality of the Institute. Any future Institutes considering training in Indian communities will do well to use such a group.

Library organizations have also been included in the Institute's development. The OCU Library has assisted in program development and support. The Oklahoma Department of Libraries participated by assisting in planning and providing [illegible] orientation. It is recommended that participants

continue to work closely with ODL and local libraries during the follow up component to establish lines of communication and cooperation.

Goals

The goals of the Institute are:

1. To enable the participants to acquire the immediate skills necessary to make American Indian information centers functional.
2. To develop a pool of prospective American Indians who will consider careers in Library Science.
3. To encourage the establishment of additional informational centers.
4. To develop a pool of trained individuals who are capable of transmitting their knowledge to other tribal groups and Indian organizations who are considering establishing centers.

The Institute's goals are somewhat difficult to measure at this time. It is certain that the students will acquire the functional skills required to operate an information center. Several of the participants are interested in librarianship as the result of the Institute. It seems likely, however, that career decisions will be made of the basis of future work experience. Time will also reveal if the results of the Institute will encourage additional information centers and the transmission of knowledge. Experience of the evaluator and others indicates

that continued development will depend on the ability of the participants and continued dialog between the Indian and library communities. If a dialog and able personnel are outcomes of this Institute, a significant beginning will have been made.

Findings and Recommendations

This Institute is a great success. Future Institute for short term paraprofessional training might well consider it as a model. Its strongest features are its excellent staff, responsive curriculum, follow-up and community input. The following findings summarize the discussion in the report:

1. The staff is well qualified, capable, adaptive and committed to Indian library development.
2. Facilities, Travel, Supplies and Equipment are adequate to meet the needs of the Institute.
3. The participants are motivated and come to the Institute with strong community support. The eligibility requirements and selection proceedure are largely responsible for this.
4. The curriculum has been carefully designed to impart useable information to the participants. All participants should leave the Institute having mastered the designated competencies.
5. Relationships with both the Indian and library communities are strong. This is the major innovation and greatest strength of the Institute.
6. Achievement of Institute goals seems promising.

The following recommendations are made for the follow up component of the Institute:

1. Develop relations among the participants, Oklahoma Department of Libraries and local libraries. In this way the participants will develop continuing support bases.
2. Consider a more formal staff organization, such as a staff conference or case assignment, to assure continuity of input to participants.
3. Consider using a telephone to supplement site visits with the participants. This might be an appropriate place to use funds saved in other areas of the Institute.
4. Set goals with the participants. These might begin as listings of activities for the participant in the coming month. Duration and complexity can be increased as the participants gain skill and confidence.
5. Integrate the notebooks with the NIEA Library Guides so that they complement each other.
6. Continue to rely on Advisory Committee members.

Recommendations for future Institutes:

1. When this Institute is replicated, classroom presentations and demonstrations might be videotaped for distribution with the notebooks. Access to a videotape will help the person engaged in self-study.
2. Consider including a minimum education/experience

criteria in the selection process. While less critical than community judgement, it will, to the extent it can be applied, enable improved instructional planning and delivery.

3. Insist on more, not less, community input. This Institute has set new standards for community relations. They can be expanded, particularly during the in service and follow up components. This will insure that participants will be granted the facilities and time necessary to practice their skills to best advantage.
4. Consider presenting to in service session in a single "model" organization. This will make better use of time and resources.
5. The goals are very broad and can not be directly measured at the end of the Institute. A more limited set of goals will be more helpful in measuring Institute effectiveness.
6. The notebook or handbook developed by the Institute should be made available on a national basis. If funds are not available for large scale reproduction, discussion might be opened with NIEA for reproduction. Certainly an article on the Institute would be most appropriate for the new ALA-NIEA joint publication, American Indian Libraries.
7. This Institute cries for a companion effort. This Institute trained people to organize existing information. The next step should train people on how to create and organize local information (eg. rumor, council agenda, etc.).